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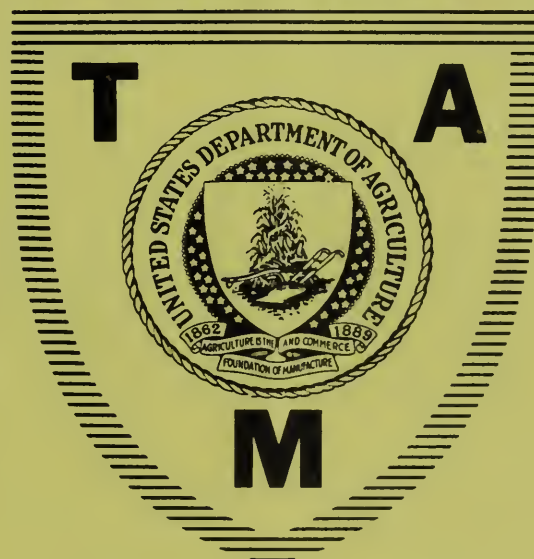
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TRAINING IN
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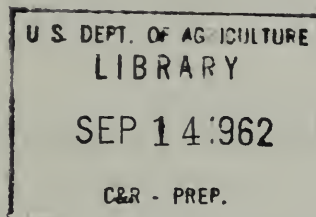
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TRAINING IN ADMINISTRATIVE
MANAGEMENT

Workshop, Proceedings, +3a

3a
July 23 - 28, 1961, +3b

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Carvel Hall,

Annapolis, Maryland,

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FOREWORD

The selection and training of good administrators is widely recognized as one of industry and government's most pressing problems. The U. S. Department of Agriculture recognizes that the managerial skills of many in positions of leadership in the Department must be strengthened so the Department can maintain a high level of service to agriculture and to the Nation.

TAM Workshops are designed to assist those in managerial and supervisory position in the USDA become more proficient through developing their managerial skills, broadening their knowledge of sound management practices, and providing a better understanding of the Department in terms of its agencies, its functions, and its programs.

This report of the proceedings of the TAM Workshop held at Annapolis, Maryland, July 23-28, 1961, is of primary value to the participants who prepared it and who will refer to it from time to time in the future as a reminder of the matters covered there. The report may also be of value to others as a sketchy introduction to the subject or as a source of ideas to those responsible for developing or conducting similar training programs.

The Editorial Committee

Planning Committee

<u>Name and Title</u>	<u>Agency</u>
Olav F. Anderson Chief, Commodity Analysis Branch Market Development and Programs Fats and Oils Division	Foreign Agricultural Service
N. Robert Bear Chief, Personnel Management and Review Division	Office of Personnel
Ronald C. Callander Director, Trading and Reports Division	Commodity Exchange Authority
Earll H. Nikkel Director of Sales and Servicing Division	Federal Crop Insurance Corporation
David M. Pettus Director, Livestock Division	Agricultural Marketing Service
Odom Stewart Deputy Assistant Administrator	Farmers Home Administration

TAM Work Group Representatives

Orlo M. Jackson Chief, Employment Development and Training Branch Personnel Division	Forest Service
Albert T. Greatorex Executive Secretary TAM Work Group	Office of Personnel

UNITED STATES DEPARTMENT OF AGRICULTURE
Washington, D. C.
Training in Administrative Management (TAM) Workshop
Carvel Hall
Annapolis, Maryland
July 23 - 28, 1961

PARTICIPANTS

<u>NAME</u>	<u>POSITION, TITLE, AND ORGANIZATION DESIGNATION</u>
<u>Agricultural Research Service</u>	
Dr. Lewis P. McCann	Agriculture Administrator Research Coordinator Foreign Research Technical Program Division
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Paul C. Wilkins	Agricultural Economist Chief, Frozen Food Locker Branch Purchasing Division
<u>Federal Extension Service</u>	
Mrs. Helen D. Turner	Assistant Director Division of Home Economics Programs

NAME

POSITION, TITLE, AND
ORGANIZATION DESIGNATION

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Clarence A. Brewer	Supervisory Placement Specialist (Head, Employment Section) Employment and Employee Relations Branch Personnel Division
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NAMEPOSITION, TITLE, AND
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NAME

POSITION, TITLE, AND
ORGANIZATION DESIGNATION

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Library

Miss Leila P. Moran	Librarian Assistant Chief, Acquisition Section
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Office of Personnel

Robert L. Hill	Personnel Officer Training and Employee Services Division
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Office of Plant and Operations

Hugh W. Berger	Chief of Administrative Services Division
----------------	--

UNITED STATES DEPARTMENT OF AGRICULTURE
OFFICE OF PERSONNEL
WASHINGTON 25, D. C.

April 11, 1962

To training officers:

Enclosed is a copy of the last TAM conference held at Annapolis, Maryland, July 23 - 28. It is requested that you forward this copy to the participant as her name is noted on the copy. We wish to thank you for your assistance.

E. R. Draheim

WELCOME ADDRESS

By

David M. Pettus
Director, Livestock Division
Agricultural Marketing Service
U. S. Department of Agriculture
Washington, D. C.

On June 21, 1957, Mr. David M. Pettus was appointed Director of the Livestock Division, Agricultural Marketing Service, United States Department of Agriculture. He had been serving as Acting Director since February 1957 and had served as Deputy Director since 1950.

Mr. Pettus, a native of Kentucky, has received degrees in farm economics and marketing from the University of Kentucky. He began his career with the U. S. Department of Agriculture in January 1940 and, except for two years in the United States Navy during World War II, he has served the Department in responsible positions as economist and livestock marketing specialist. He lives on and operates a livestock farm near Manassas, Virginia.

As Director of the Livestock Division, Mr. Pettus is responsible for administration of the Department's livestock market news service, the Federal meat grading service, and standardization work on livestock, meats, and wool. He also directs Section 32 surplus removal programs applicable to livestock and livestock products.

Summary: Mr. Pettus welcomed participants to the First 1961 Washington, D. C. TAM Workshop. This was the second TAM workshop for which Mr. Pettus has served on the Planning Committee. He was, therefore, in a position to suggest changes based on the results of the previous workshop, which he helped to plan. He did an excellent job of setting the stage for the workshop, explaining the plans for the course, and suggesting goals for the participants.

1. Setting: Mr. Pettus pointed out the greatly increased awareness by government of the need for training managers. Congress has provided legislation authorizing training. The Department of Agriculture is conscious of the need for training managers.
2. Plans: This course has been developed by laymen, who have had the benefit of experience in planning and conducting previous workshops.

Night work exercises were reduced to allow for more personal associations with participants. It was felt that association of this type would help the participants to increase their management knowledge, skills, and to broaden their understanding of the organization, functions and programs of the Department.

3. What Participants Should Try to Get Out of Course: Mr. Pettus stated that he believed the Planning Committee had obtained some of the best teachers in the field of management. Listed below are the things he urged the participants to try to get

out of the course.

- a. An education in management. Mr. Pettus thinks we are not doing as well as we already know.
- b. Get as many ideas as possible through association with other participants.
- c. Stimulation of interest in management. Some are graduated into management jobs without knowing they have changed jobs. If the participants can get a perspective of what management is, the course will be worthwhile.
- d. A measure of personal satisfaction in understanding what they should do in their own jobs and how to do it better. If one knows how to do his job, he will come much nearer getting it done.

The coordinator for the first session asked each participant to introduce himself and give a brief biographical sketch of his or her personal background.

The first session was closed after announcements and committee assignments were made by Mr. Albert T. Greatorex, Workshop Director.

Coordinator: Joseph F. Herrick
Summarizers: Clarence A. Brewer
Dr. Lewis P. McCann

Monday, July 23, 1961
Morning Session

THE ROLE of U. S. AGRICULTURE in TODAY'S SOCIETY

By

The Honorable Charles S. Murphy

In co-operation with his brother, the Under Secretary of Agriculture operates a tobacco farm near Durham, North Carolina. As a specialist in agricultural legislation he helped to draft the Agricultural Adjustment Act of 1938. In 1947 he became Administrative Assistant to President Truman and advanced in 1950 to the position of Special Counsel to the President.

Since 1953 he has practiced law in Washington, D. C., and was admitted to the Supreme Court bar in 1944, the District of Columbia bar in 1957. Under Secretary Murphy is a member of the American Bar Association, the North Carolina Bar Association, the Federal Bar Association and the District of Columbia Association.

From 1956 to 1958 he was president of the National Capital Democratic Club and from 1957 to 1960 counsel to the Democratic National Advisory Counsel. During the 1960 presidential campaign he was an advisor to Senator - now Vice President - Lyndon B. Johnson.

Summary: The fundamental role of agriculture in a sense remains the same as always. Primarily it feeds and clothes us well at low cost, provides a direct living for a portion of our population and, in varying degrees for other portions of the population, and helps in the national defense and foreign policy.

1. Changes in agricultural productivity: The new dimension or fact of overriding significance is the rapid change in agriculture, whereby fewer people are producing more on less land than before.

- a. Increase of 55% from 1940 and 26% from 1950 in farm output.
- b. Man-hours required in farm production in 1960 was about half as much in 1940 and nearly a third fewer than in 1950.
- c. Output per man-hour in 1960 was more than three times what it was in 1940 and approaching double output per man-hour in 1950.
- d. Persons supplied by one farm worker:

1940	10.7
1950	14.6
1960	26.2

2. The Department exists to serve the country with a special obligation to aid farm and rural people in bettering income.

- a. Prices received by the farmer in 1960 lower than in 1959.
- b. The increase in growth of population and growth of income will produce an increased demand for agricultural commodities.

(1). By 1970 the utilization of farm products expected to be 1/5 higher with increase of foreign outlets.

(2). U. S. now exports \$4 billion in agricultural commodities per year.

3. The Department is interested in the agricultural problems of other countries.

- a. We need to help them to improve and strengthen their own agriculture.
- b. We should consider producing more of the commodities actually needed overseas, rather than rely on particular surpluses, e.g. shift from corn into soy beans.

4. The Under Secretary read a working paper prepared in the Secretary's Office on "Agriculture's Role in Economic Growth and Stability."
 - a. Basically no other country in the world has the overall growth and ability to feed and clothe its people than the U. S.

In 1870 each farm worker provided for himself and four other persons. Today each farm worker supplies himself and twenty-five other persons.

The Soviet Union has a total labor force of 106 million people; 48 million workers are required to supply the population with food and fiber; only 58 million persons are available to supply its non food and other non agricultural requirements.

The United States has a total labor force of almost 40 million fewer persons, produces more than its total food and fiber needs with only 7 million workers, leaving 62 million engaged in non agricultural employment.

- b. "The productivity of American agriculture has released a very large number of workers to the industrial labor force, where they have become available to produce the machinery, equipment, factories, power installations and highways required for an advanced economic society.

5. Budget; expresses our programs and our problems in financial terms.

- a. How much of budget should be charged to farmer and how much to other people.

- (1) Programs having multiple benefits, but not for the farmer, consume largest portion of budget.

- (2) Programs predominately for benefit of farmers:

- 1961 - 23% of budget

- 1962 - 30% of budget

- b. Large part of our job is to reappraise changing position of agriculture in U. S. society and to develop different lines of activity, for which an overall plan for perhaps as much as 10 years ahead is needed.

6. Goals of USDA.

- a. Improve levels of food consumption and nutrition in U. S.
 - b. Improve income of farm people.

- (1) Find new jobs for some farm people, by retraining for other jobs in non farm work in rural areas; help to make it easier for them to leave farms.

- (a) This is one of the purposes of the rural areas development program, implemented by the Depressed Areas Redevelopment Bill.
- (2) Help finance the farmer running group of consolidated farms.
- c. Strengthen and improve agricultural service.
- d. Eradicate poverty in agriculture.
- e. Provide same unemployment benefits to farmers, that is now provided the industrial worker.
- f. Continue to improve productivity and efficiency of farmers. This is of vast benefit to nonfarm people.
- g. Search for new uses of agricultural products.
- h. Responsibility to conserve natural resources.

In conclusion Under Secretary Murphy commented on the extent of outside interest in what the Department is doing.

Coordinator: Robert H. Moats
Summarizers: Leila P. Moran
Ralph M. Hooper

- - - - -

BROADER UNDERSTANDING OF USDA - ITS
AGENCIES AND PROGRAMS
By
Charles E. Wylie

Charles E. (Ernie) Wylie began his career in USDA approximately twenty-five years ago in the Resettlement Administration in Lansing, Michigan. He worked in the Regional Office of Farm Security Administration in Milwaukee, Wisconsin; and later in that agency's Cincinnati, Ohio headquarters. His Washington career includes management services in the Department's Office of Budget and Finance, in the office of Food Programs, Foreign Economics Administration, and in the Production and Marketing Administration and the Commodity Stabilization Service. He has been Assistant Director of the Department's Office of Administrative Management since July 1, 1958.

Summary: Mr. Wylie emphasized that one of the main objectives of every TAM workshop has been to help participants gain a broader understanding of the Department - its organizations, its programs, and its role in society. He regarded such understanding as essential to make us more effective and

satisfied as individual workers as well as to increase our success in the group and to increase our cooperative relationships of total Departmental operation. He emphasized that we cannot have either of these in any significant degree until we have the basic underlying objectives and values of the Department and its programs. Mr. Wylie stated that, as well as acquisition of conventional management skills, we must have an understanding of the historical, political and social forces which have helped to make this Department what it is and that without this latter kind of understanding, our management skills will not be fully effective. It was also stated that we should have an understanding of our place and importance in the Department.

Mr. Wylie emphasized that as a national institution the Department has provided an entire way of life for countless farm families as well as Department workers, thus contributing greatly to our national culture.

With the use of slides, the speaker then traced the history of the Department of Agriculture in four eras. Some of the historical highlights presented were these:

1. 1785 - 1862 Era of origin of the Department

1797	First and unsuccessful congressional attempt to create a National Agricultural Board.
1819	Establishment of the "American Farmer", first of such publications.
1830	Patent Office, State Department began to distribute seeds.
1839	First appropriation for agriculture \$1,000.00.
1849	Agriculture was placed in Interior.

2. 1862 - 1889 Era served by 7 Commissioners of Agriculture.

1862 (May 15)	Department of Agriculture was created.
1862-1867	Isaac Newton - first commissioner.
1862	Homestead Act, Land Grant College Act enacted.
1867	\$100,000.00 appropriated for building at 12th & B Streets, S. W.
1871	First librarian appointed.

3. 1889 - 1933

1889	Department of Agriculture given cabinet rank. Norman J. Coleman, last commissioner and first secretary.
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4. 1933 to present.

1933	Agricultural Adjustment Act ushered in the establishment of the "Action Agencies" of the Department. During this period much legislation was enacted broadening the scope of the Department's activities.
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The speaker traced the program organization and Agency functions. He added that, leaving aside organizational considerations, it helps to see the significance of the USDA in these terms:

1. It is a RESEARCH institution, with primary responsibilities in this area assigned to the Federal Extension Service.
2. USDA is an EDUCATIONAL institution, with primary responsibility in this area assigned to the Federal Extension Service.
3. The Department is an ACTION agency, charged with performance of varied services, including regulatory programs.

Mr. Wylie also outlined the Department total man power and dispersal pattern, reflecting the fact that: American Agriculture is our largest industry, the one employing the most workers, with the largest single capital investment and the greatest gross value for its investment.

Coordinator: Robert H. Moats
Summarizers: Ralph M. Hooper
Leila P. Moran

- - - - -

GROUP DYNAMICS IN MANAGEMENT

By

Dr. Lawrence E. Schlesinger

Dr. Schlesinger is Associate Research Professor, Department of Psychology, George Washington University. He was born in 1921, received his B. S. degree in Journalism from Boston University in 1943, his M. A. degree in Abnormal Psychology from Boston University in 1948 and his Ph. D. degree in Social Psychology from Boston University in 1955. Prior to his present position he taught at Wayne State University, University of Michigan, Boston University and Northeastern University. He did research work at George Washington University, University of Michigan and Massachusetts Institute of Technology. Most of his research has been on human behavior, group dynamics, mass communications, public opinion and psychological warfare job requirement and training.

Summary: Dr. Schlesinger introduced his subject by giving a short description of Group Dynamics as "sameness" of behavior within groups. This field, in relationship to management, covers the action of groups in the problem solving and decision making processes. It includes: (1) philosophy of life of individuals in the group; (2) skills and techniques of working with groups and (3) study of groups to determine characteristics of people who work as groups (The Organization Man) and the relationship the group has to each other and their participation.

Dr. Schlesingers' presentation was confined to a discussion of Psychological

Principles, and skills and techniques of working with groups". Work groups were classified as:

1. Informal Work Groups: These evolve from natural grouping such as work functions with common interest as people with common interest. In actual practice more activity centers about such groups. The leadership of such groups usually evolves about person with natural leadership abilities who is accepted by the group.
2. Deliberately Constructed Work Groups: Generally conference and committee type. The leadership of these groups like the informal groups may evolve around a person with ability that is acceptable to group, even though another person may be designated as the group leader or chairman.
3. The Conference Group or Committee: This type of group is formed by individuals to achieve an output or decision. The input to this committee will be governed by the organizational environment in which it operates. The output could be advisory, to provide recommendations or to make decisions. The authority given will largely determine the type of output.

Many factors or forces influence the committee:

- a. Forces operating on the group, such as whose needs must be considered.
 - b. Forces operating on the individuals such as professional relationships, individual ambitions.
 - c. Forces operating on relationship between committee members, personal attitudes to each other and status relationship.
4. Purposes of Conferences and Committees:
- a. Conferences and Committees offer distinct advantages. They bring together resource people who have information and specialized skills pertaining to the problem; generation of new ideas from group discussion (Brain Storming); enhances the quality of decision based on better information; evaluation of ideas that have already been formulated and obtaining alternative and new ideas from group.
 - b. Conferences or Committees may also be used to:
(1) communicate information to people that are affected by decisions; (2) selling a decision that has been formulated; (3) testing the feasibility of a tentative decision for opinions of others; (4) to obtain alternative ideas without any responsibility of members to taking action; and (5) to make a policy decision appear to be the decision or recommendation of committee.

5. The People Who Should Be At Conference or Member of A Committee Should Include:
- a. Resource people who can contribute to the deliberation, that is, ideas and skills.
 - b. People who are in a position to make decisions for the organization.
 - c. People who will be charged with executing action resulting from decisions.
 - d. People with experience to evaluate and advise on consequences of decisions.
 - e. People who will be affected by the decision to voice their ideas and opinions.
 - f. People in a policy making position to o.k. the decision of the group.
6. Planning A Conference: The needs of the organization, the planner, employees, management and participants should all be considered in relation to the benefits each will receive and objectives to be obtained.

In conducting an effective conference or committee meeting the personal needs of people involved should be considered.

Self-betterment, acceptance by fellow members, professional recognition, status symbol associated with group association, sense of self-protection, individual aggressiveness, competition for power and self-esteem or to be noticed. All these have been termed the "interpersonal Under World".

7. The Participants, as Workshop Groups, Were Given an Exercise To:

- a. List three characteristics of an effective leader.
- b. List three characteristics of an ineffective leader.

The workshop groups (separately) were requested to send two individuals to the speaker where they were they were instructed in a form of scoring or grading to take place while the workshop groups were reaching decisions. These were later revealed as tabulation of Task Functions and Building and Maintenance Functions of the groups. The Task Functions were the various functions necessary for the group to reach its goal.

The Building and Maintenance Functions could be termed the "housekeeping" functions to hold the committee together and maintain good relations with committee members while the goal was being reached.

Coordinator: Helen D. Turner
Summarizers: Peter L. Henderson
Harold W. Kelley

- - - - -

HUMAN RELATIONS AND MOTIVATION IN MANAGEMENT

By

Dr. Gordon L. Lippitt

Dr. Lippitt has been Program Director for the National Training Program Laboratories, National Education Association since 1955. He was born in Fergus Falls, Minnesota, August 20, 1920. He attended Springfield College (B.S. 1942), Yale University Divinity School (B.D. 1946) and University of Nebraska (M.A. 1947).

From 1938-1942 he was Director of Youth Work, Wesley Methodist Church, Springfield, Massachusetts. From 1942-45, he was with the New Haven YMCA and from 1945-49 Executive Secretary of the University of Nebraska YMCA. He served as Assistant Professor at Union College, 1949-50 and in 1950 as Program Coordinator for the Mid Century White House Conference of Children and Youth. In 1951 Dr. Lippitt joined the National Education Association as Training Consultant in Human Relations for National Training Laboratory on Group Development. In 1952 he took up the duties of Education and Training Specialist, Productivity Division at the Mutual Security Agency, Paris, France and from 1953-1954 served as Chief, Industrial Training and Education Branch, Productivity Division, Foreign Operations Administration, also in Paris.

Dr. Lippitt is the author of a number of publications, including "My Group and I", "A Study of Urban Public Schools of Adult Education in the United States of America", "What We Know About Leadership". His hobbies include writing, reading, and his family.

Summary: At the beginning of his presentation, Dr. Lippitt described results of research in government and industrial organizations on the relationship between morale and productivity. All measures were in terms of "face to face" work groups. The work units were grouped into four types and the managers described:

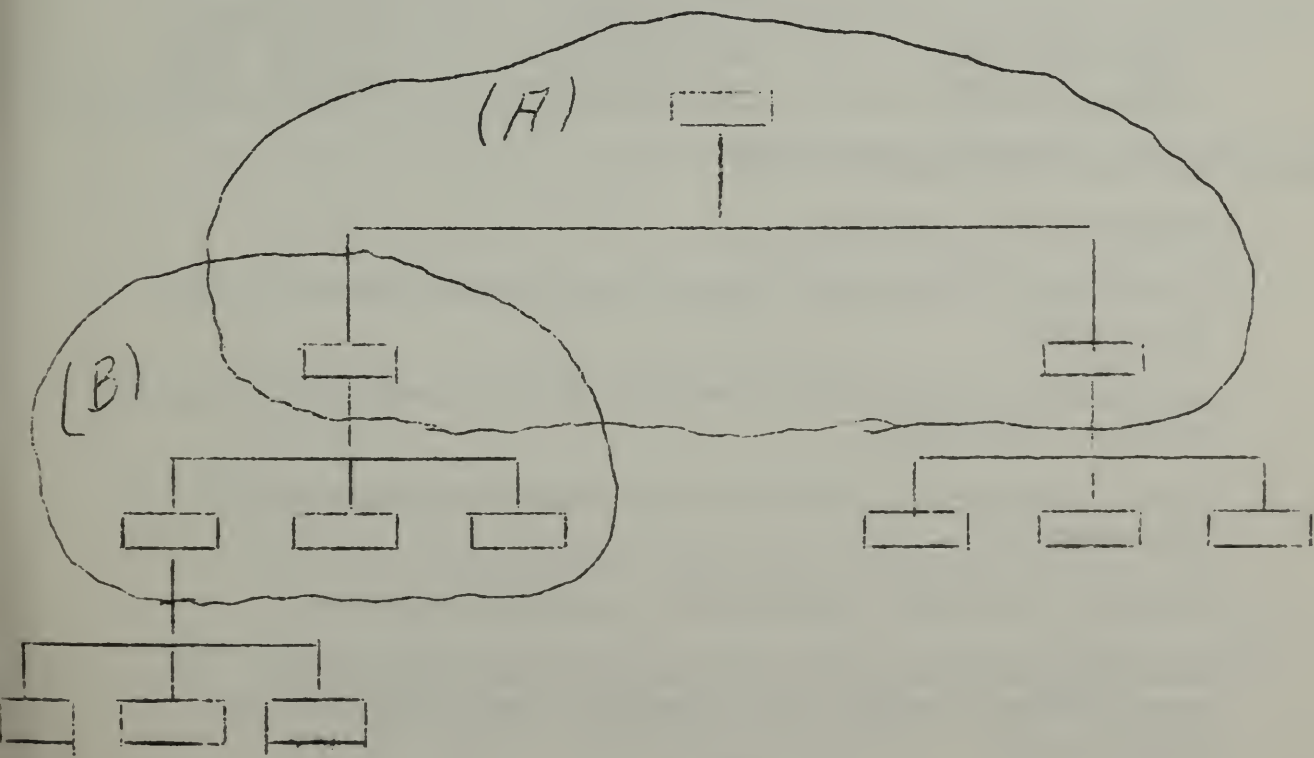
1. Low morale and low productivity units - Managers tended to violate most management principles.
2. Medium morale and low productivity units - Managers frequently were most interested in having their subordinates like them.

3. Low morale and medium productivity units - Managers frequently described as driving, hyperthyroid type.
4. High morale and high productivity units - Managers were generally characterized as rating high on such attributes as:
 - a. Recommending promotions for subordinates
 - b. Keeping subordinates informed
 - c. Hearing grievances

Characteristics of First Line Supervisors In:

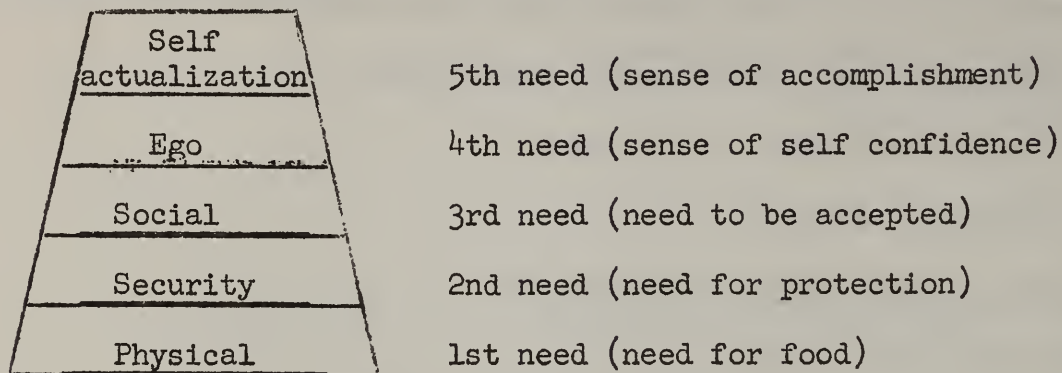
1. High producing sections:
 - a. More demonstration of general supervision
 - b. Spent more time on employee relations (employee centered)
2. Low producing sections:
 - a. More demonstration of close supervision
 - b. Spent more time on production problem (production centered)

Linking Pin: The role of the linking pin was described in the context of the formal staff organization. As shown in the following illustration he is the member of one group (A) and leader of another (B):

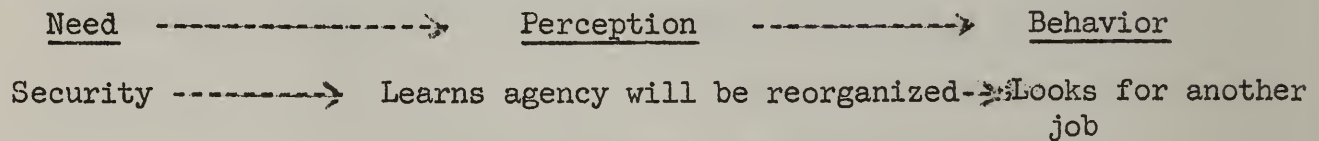


Need: We don't motivate people. We only release motivation and motivation is released by fulfilling need.

Hierarchy of need:



Example of Behavior in Context of These Needs:



Organizational Forms (in terms of climate management provides and needs fulfilled):

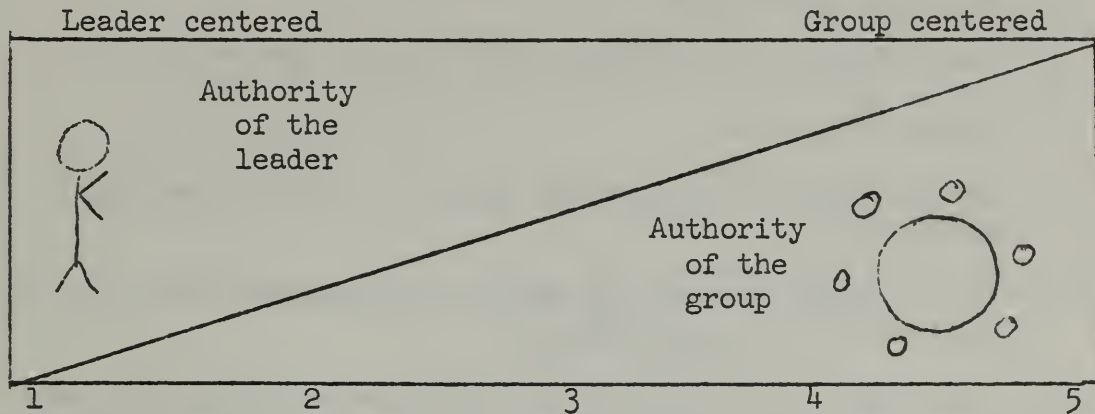
AUTOCRATIC	BENEVOLENT	CONSULTATIVE
		Self-actualization needs
	Some ego needs	Ego needs
	Social needs	Social needs
Security needs	Security needs	Security needs
Physical needs	Physical needs	Physical needs

Characteristics of Consultative Needs:

1. Management by objectives
2. Work group is fundamental unit of organization (face to face work group)
3. Appropriate involvement in decision making (people will support what they develop)
4. Mutual confidence as basis of supervisor - subordinate relationship
5. Climate of two-way communication (provides feed-back)
6. Self-discipline is basis for target setting (people will set more difficult targets for themselves than supervisors will usually set).

HOW DEMOCRATIC CAN YOU BE? (In terms of the consultative concept)

Continuum of Management



1. Tell
2. Sell
3. Superior consults subordinates but makes decisions
4. Member of group (manager gets staff together to decide)
5. Manager delegates to group and leaves decision up to them.

The Decision of Where the Manager Operates in the "continuum of management" is Influenced by:

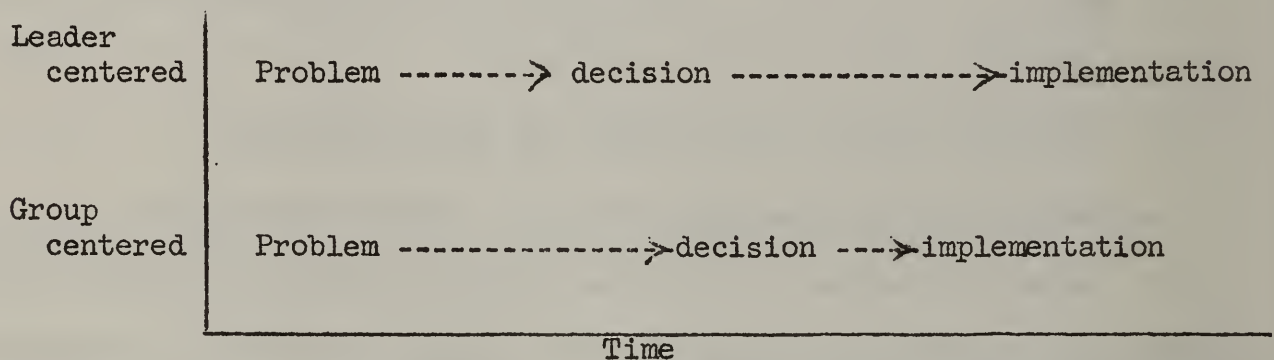
1. Forces of the leader:
 - a. Your own value system (Your beliefs of how people will accept responsibility. Will people remain honest under most circumstances?, etc.)
 - b. Your tolerance for ambiguity (How much tolerance do you have for uncertainty?)
 - c. Your confidence in your subordinates (Lack of confidence in subordinates makes manager more "leader centered".)
 - d. Your own leadership inclinations (Do you feel more comfortable in face to face situations or in conference groups?)
2. Forces of Subordinate:
 - a. Need for independence (Some need direction; others wish to be left alone)
 - b. Their ability to contribute to the solution of the problem
 - c. Need for them to implement decisions

- d. Their expectations (Do subordinates expect to receive directions?)

3. Forces in the Situation:

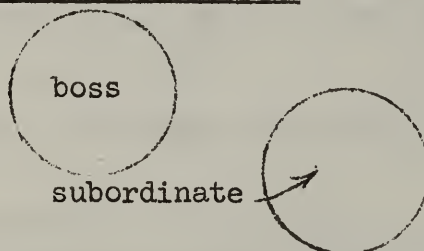
- a. Time (Pressure of time may make manager leader-centered.)
- b. Nature of problem
- c. Effectiveness of group (Can group be useful in making decisions?)
- d. Type of organization (It may be the autocrat gets rewarded in an organization.)

From a dollar and cents point of view the group-centered approach may be more economical because implementation frequently comes earlier as illustrated:

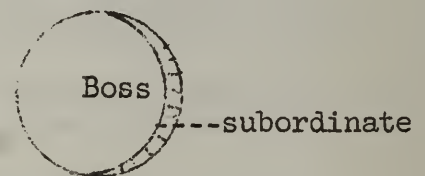


Concept of the Job (boss and subordinate):

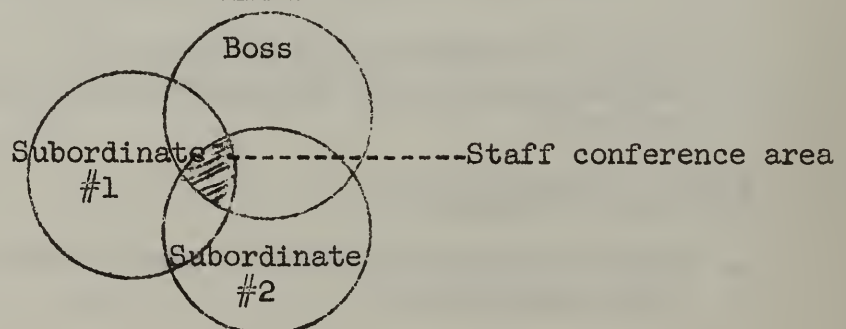
Subordinates concept of the job



Boss concept of the job



Actual



We need to continually improve our relationship with people around us. We must see more and hear better what is going on. We must be better diagnosticians.

Coordinator: Herbert E. Goodrich
Summarizers: Paul C. Wilkins
Lincoln Gallacher

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"PLANNING and ORGANIZING for EFFECTIVE ACCOMPLISHMENT of PROGRAM"

By

Dr. James L. Hayes

James L. Hayes is Dean of the School of Business Administration at Duquesne University in Pittsburgh, Pennsylvania. He received his A.B. degree from St. Bernard's College and his M.A. degree from St. Bonaventure University. He has served as Educational Consultant for Clark Brothers Division of Dresser Industries in Olean, New York since 1951, and has served in that same capacity for Dresser Industries in Dallas since 1955. Mr. Hayes since 1936 has been engaged in university administration and teaching in the areas of Social Science, Economics and Management. Before coming to Duquesne University, he was Chairman of the Department of Business Administration at St. Bonaventure University. He holds professional affiliations in many learned societies and is also a Field Advisor for the Small Business Administration. He has done work in Argentina and Colombia with top management in these Latin American countries. He has been a member of the Board of Directors of a bank and a furniture company and is well known as a principal lecturer for the American Management Association's Management Course in New York City. He serves on the Mayor's Committee for Economic Development in the City of Pittsburgh and is a member of the Commission on Human Relations there.

Summary: Planning and organizing were discussed within the context of management.

Management is getting things done through other people. "Getting things done" is the important idea.

The most effective worker in an occupation is not necessarily a good manager. For example, a good accountant may or may not become a good accounting supervisor. Once you decide to be a manager, develop your skills as a manager and let the technical skills go. Ask yourself, have you made the decision for management -- or, are you using a managerial position to gain status and money?

The managerial functions of planning, organizing, coordinating, motivating, and controlling are done at all levels. The magnitude of these functions varies at different levels. The present discussion will concentrate on the planning and organizing functions of management.

Planning is knowing in advance what you would like to do, and roughly, how you would like to do it. The first step in management: set an objective. Where are we going?

Why plan? For deeply psychological reasons --- we can't exist without an objective. Where decisions are delayed, people set up personal objectives in conflict with those of the organization.

People hate work, but they love achievement. What is the difference? An objective. Tell people what you want in terms of results, not in terms of work or method of doing the job. An objective gives both supervisor and subordinate a standard for evaluating performance. Management techniques are important but secondary to objectives.

The important thing is "where you are going," and secondly "how are we going to get there?"

Setting a time table is necessary to accomplishment. Fast or slow, neat or sloppy, does the employee get results? When?

Timing is a factor of discipline, not a form of punishment. In planning, you program your subordinates. "Busy-ness" should not be confused with accomplishment. Time spent should not be confused with results. Education and length of experience should not be confused with achievement.

Results should be specified in terms of quantity, quality, manner of performance, and time.

Controls should be built into the work plan. What will the work look like when it is finished? What will be changed? Poor planning results in poor work quality-wise. Creativity can be greatly stimulated by deadlines.

Organization is a technique by which we achieve objectives. Each employee must know the part he is to play in attaining the objectives of the organization. The objective is a built-in motivator.

The Manager must functionalize objectives by communication. In a many-layered organization, effective communication is of utmost importance. In an organization of broad span and few layers, control is essential.

The number ~~one~~ failure of management is inability to delegate. You may increase your control by delegating the tasks you know and like. Keep the tasks you don't like but can learn to do. In time you will be able to control these also.

A line organization has distinct objectives. You cannot confound or confuse the line and have a strong organization. Staff contributes to the operation of the line. Staff may tell line "how to do" but not "what to do."

Coordinator: Ivan A. Bosman
Summarizers: Elinore T. Greeley
Robert L. Hill

CREATIVITY and INNOVATION in MANAGEMENT

By

Dr. Lee Hastings Bristol, Jr.

Dr. Bristol is Director, Public Relations, Bristol-Myers Products Division, Bristol-Myers Company, New York, New York. Dr. Bristol has not only excelled in his chosen field of business but as an educator, writer, composer, civic and religious leader as well. Dr. Bristol is President of the Creative Education Foundation; holds a degree from Trinity College of Music, London, England; Trustee of Westminster Choir College, Princeton, New Jersey; and has served as Dean in the American Guild of Organists. Also, Dr. Bristol is a Trustee of the Berkeley Divinity School in New Haven, Connecticut; Vice Chairman of the General Division of Laymen's Work in the Second Province of the Episcopal Church; and a past President of the Laymen's Movement for a Christian World. Dr. Bristol is a fifth generation alumnus of Hamilton College and holds five honorary degrees.

Summary: Creative thinking has been a sorely neglected area. One purpose of this TAM session was to call attention to the need for creativity and to whet the appetite of the participants to explore, develop, and use creativity and innovation in management.

A creative person was defined as one who has or develops problem sensitivity, idea fluency, originality, flexibility and drive.

Blocks to creative thinking were listed as being perceptual, emotional, and cultural.

Nine problem solving steps were presented. They are as follows:

1. OBSERVATION: Assembling and analyzing your facts, eliminating opinions and impressions.
2. DEFINITION: Defining your basic problem.
3. PREPARATION: Gathering other pertinent data.
4. ANALYSIS: Breaking down the relevant material.
5. IDEATION: Piling up alternatives by way of ideas.
6. INCUBATION: Letting up, to invite illumination.
7. SYNTHESIS: Putting the pieces together.
8. EVALUATION: Judging the resultant ideas.
9. DEVELOPMENT: Planning the implementation of those ideas.

Certain preparations must be made for problem solving. Of utmost importance in this preparation is defining your problem. It has been said that "a problem well-defined is half-solved." The following suggestions were made relative to problem solving:

1. When you have first defined your problem, ask yourself: "Is this my real problem or is it more basic?"
2. To be sure it is truly basic, you may try asking the question "WHY?" For example, your trade association may define its problem as "How can we attract more members?" If you ask "Why?", your answer may be "So that our association may have greater impact on our field." This may lead you to define your problem as "How can our association have greater impact..." of which the question of recruiting members is just a sub-problem. Similarly, asking "Why" of this statement may lead you to a still more basic definition of your problem which takes in far more than just what your own association can do.
3. Try paraphrasing your statement of the problem. Using synonyms can help you see your problem in different perspective. A Bristol-Myers brand manager may ask "What shall I put in that form letter to doctors about our new Bufferin clinical study?" He may paraphrase his question by asking "How can I best communicate to physicians about our new Bufferin study?" -- which suggests that perhaps he won't wish to limit himself to a form letter at all!
4. You may wish to begin your statement of the problem by asking "In what ways..." rather than just "How...", because "how" may imply that one answer is sufficient.
5. Before attacking your problem, decide in which of these categories does your problem seem to fall? Problems may call for:
 - a. Fact-finding-e.g., "how many VITALIS cartons will we need for the fall promotion?" (Problems calling for data answers.)
 - b. Judgment or decision-e.g., "should we have a BAN display in Grand Central Station?" (Problems calling for Yes, No, and Maybe answers.)
 - c. Creative attack-e.g., "in what ways can we stimulate our salesmen to put up more IPANA floor stands?" (Problems calling for all the ideas imagination can produce.)

Some problems may call for fact-finding, judgment, and creative attack, but such problems are often best handled when they are broken down into bite-size sub-problems and attacked separately.

6. In dealing with problems calling for creative attack, you will find it helpful to use the Brainstorming principle of suspended or deferred criticism. Criticism comes later. Ideas can be evaluated after your list of alternatives has been developed.

Brainstorming sessions were suggested as a method of producing creative ideas. Guides for choosing the brainstorm topic were:

1. Break down complex problems into problems specific enough to be Brainstormed. Instead of "How can we promote a new toothpaste?", use three separate problems:
"How can we promote a new toothpaste:
a. To the dentist?
b. To the trade?
c. To the consumer?"
2. The basic aim of Brainstorming is to pile up a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.
3. Do not try to Brainstorm problems requiring value judgments like "What's the best time to start our new campaign?"
Brainstorming cannot make a decision for you.

The Osborn rules for Brainstorm sessions were suggested as an aid for conducting such sessions.^{1/} Osborn's rules are:

1. Criticism is ruled out: Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid.
2. Free-Wheeling is welcomed: The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.
3. Quantity is wanted: The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.

^{1/} Applied Imagination by Alex F. Osborn, L.H.D., Litt.d, Charles Scribner's Sons, 597 Fifth Avenue, New York 17, New York.

Questions can be used to spur creative ideas. The speaker named and illustrated with examples the following idea spurring questions:

1. PUT TO OTHER USES? New ways to use as is? Other uses if modified?
2. ADAPT? What else is like this? What other ideas does this suggest?
3. MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape? Other changes?
4. MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus ingredient? Multiply?
5. MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split up? Less frequent?
6. SUBSTITUTE? Who else instead? What else instead? Other place? Other time?
7. REARRANGE? Other layout? Other sequence? Change pace?
8. REVERSE? Opposites? Turn it backward? Turn it upside down? Turn it inside out?
9. COMBINE? How about a blend, an assortment? Combine purposes? Combine ideas?

Needless to say there are pitfalls to avoid in setting up a brainstorming program. These pitfalls were described as:

1. Failure to indoctrinate your panel in the technique of Brainstorming.
2. Failure to get support of at least one of your supervisors.
3. Overselling the technique before you have results to show.
4. Failure to orient your problem properly, or to make it specific enough.
5. Failure to evaluate the ideas creatively.
6. Failure to take action on the best ideas.
7. Failure to report to panel members what action is taken on ideas.

8. Selling the use of Brainstorming as a substitute for individual thinking. It is a supplement.

Coordinator: Kenneth Taylor
Summarizers: Charles L. Jenkins, OB&F
W. Glenn Tussey, FAS

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MANAGEMENT DECISION MAKING

By

Dr. Nathaniel Stewart

Dr. Stewart received his Doctorate Degree from Columbia University. His record of public service includes service as Executive Assistant on the Hoover Commission. His current affiliations are: (1) Deputy Chief of Training, Public Administration Division, International Cooperation Administration; (2) a principal lecturer for the American Management Association; (3) faculty member of the Penn State and George Washington Universities in the field of management development; and (4) writer for Nation's Business Management Review.

Summary: Decision making should be made at the level nearest to and by the person most concerned with the problem. This can best be done by delegation of authority to make decisions at the appropriate level of the organization. A study made by a midwestern group showed that decisions are made at four levels of management, namely; top management level, middle management level, by staff advisors, and by first line supervisors. Satisfaction in decision making is derived from good relations with supervisors, with the organization generally, and relationship with peers. Conversely, a low degree of satisfaction is experienced from the necessity for making and implementing decisions which are known in advance not to be readily acceptable. Making a decision and managing a decision are different processes. Logically a decision is managed by analysis, determining the best type, and acceptance or conversion into action. Making a decision necessarily involves risks. The constant objective of a good manager is to minimize the element of risk.

Some factors in decision making are:

1. Setting for Decision Making:

- a. Should be at lowest possible level
- b. Should be feasible and understandable
- c. Should be consistent with policy of the organization
- d. Should be within the legal framework of the organization.

2. Factors in Decision Making:

- a. Identifying the issue
- b. Gathering facts
- c. Considering possible alternatives
- d. Deciding on best alternative

3. Variety of Decisions:

- a. High quality and high acceptance
- b. Low quality and high acceptance
- c. High quality and low acceptance

4. Assets for Decision Making:

- a. Goals
- b. Organizational structure
- c. Policies
- d. Standard operating procedure
- e. Responsibility and accountability
- f. Common experience
- g. Funds
- h. Qualified personnel
- i. Informational sources
- j. Tradition
- k. Judgment
- l. Loyalty
- m. Creativity

5. Liabilities for Decision Making:

- a. Narrow specialization
- b. Lack of time
- c. Policies outdated and fuzzy

- d. Fraternization - cliques, personal loyalties
- e. Fixed attitudes
- f. Status - power influences
- g. Money - accountability
- h. Fatigue
- i. Opposition and conflict
- j. Short tenure leadership
- k. Limited perspective
- l. Restricted set of values
- m. Outside forces
- n. Organization
- o. Understaffing

6. Decisions of Top Management:

- a. Policy
- b. Financing
- c. Public relations
- d. Staffing of key positions
- e. General quality

7. Patterns of Decision Making:

- a. Rational and deliberate
- b. Discretionary
- c. Irrational - by random or habitual

8. Tests of Correct Decisions:

- a. Managers' perception of issue
- b. Quality - short range or long term
- c. Timing
- d. Communicativeness

e. Outcome or consequence

f. Reinforcing the attainment of objective

Dr. Stewart reviewed a case study the group had analyzed the previous evening. The case concerned a decision to continue or discontinue the Headquarters - Field Newsletter in a Department having many field installations. The consensus of the four groups was to continue the Newsletter because of its value to the organization.

Coordinator: Carl Baird
Summarizers: Davis E. Wood
John D. Becker

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COMMUNICATIONS IN MANAGEMENT

By

Dr. Charles H. Goodman

Dr. Goodman was born in London, England March 2, 1915, but became a naturalized U. S. citizen in 1937. While he received his grammar school education in England, he attended Western High School in Washington, D. C. proceeding on to Wilson Teachers College, Washington, D. C. (B.Sc 1932-36) Harvard University, Cambridge, Massachusetts, (1936-37), and Pennsylvania State University, State College, Pennsylvania (M.Sc., Ph.D. 1937-41).

He served as Chief Examiner, Pennsylvania State Merit System, Harrisburg, Pennsylvania (1941-42); Chief, Psychological Research, RCA Victor, Camden, N. J. (1942-44); Personnel Psychologist, Med. Statistics, U.S.P.H.S. (1944-46); Personnel Analyst, Department of Labor, Washington, D. C. (1946-47); Chief Research Psychologist, Department of Air Force, Washington, D. C. (1950-52); Chief, Civilian Management Development, Department of Air Force, Washington, D. C. (1952-56). Dr. Goodman is currently Professor of Psychology, Personnel & Management, The American University, Washington, D. C.

Dr. Goodman is a member of Sigma Xi; Phi Delta Kappa; Psi Chi; Phi Kappa Phi; Fellow, American Psychological Association; Associate, Division of Business and Industry; Certified Maryland State Psychologist.

Among the many awards he has received are Graduate Fellow, Harvard University, 1936-37; Social Science Research Fellow, Harvard University, 1936-37; Graduate Assistant, Pennsylvania State University, 1937-41; James McKeen Cattell Award in Psychology, 1944.

Summary: Dr. Goodman emphasized throughout his discussion that communications was a broad subject, intertwined with many management fields. Background, experience, emotions, philosophy of living, and many facets of individual nature all had their bearing on the problem of communications. Since humans were not machines, they were not constant. They could react differently at different times even to the same set of stimuli. Yet, the keystone to improved operations of efficiency was better communications. He stressed that "communications is the life blood of organization." The theme was developed around the thought of mutual understanding along the channel of command, considering the other persons point of view. One should constantly evaluate the intent of the communications, remove distortions, and build a firm foundation of trust and confidence of real intent toward fellow employees.

Definition of Communications:

"Transmitting. A giving, or giving and receiving, of information, signals, or messages by talk, gestures, wiring, etc. A system for sending or receiving messages."

Complicating Factors Affecting Communications:

Attitudes

Fears

Experiences

Meanings

Hostilities, etc.

Why Should Anyone be Concerned About Communications?

Answer: Communications is the lifeblood of an organization.

Example: An organization chart is logically drawn up.
Each units duties are carefully spelled out.
Labor is carefully divided.
There is no duplication.
All parts will mesh together perfectly.

In actual practice the organization may not work well at all. Why?

Answer: Organizational plans and charts are mechanical concepts. (Turn on the ignition and the car will start.)

The human being is not mechanical. It is:

Unpredictable

Unstable

Emotional

Irrational

This applies alike to worker, supervisor, and executive.

The nicely planned organization chart is:

Inert

Static

Dormant

Lifeless

Only people can make the organization chart alive and dynamic. Even so, things would come out as planned if workers were

automatons.

If they would do what they were told

precisely.

But, we can never spell out everything

precisely.

We have to leave room for the exercise of

judgment.

Human beings are not constant or predictable. But the only way to get things done is through people. The American way is to try to improve on present organizations and methods. But the most effective American industries reach only about 80% of possible efficiency. The great majority of American industry reaches only about 50% of possible efficiency. Thus:

People are the means of getting things done.

People to be effective need leadership and direction.

Communications is the bridge over which leadership and direction must travel.

Thus greater efficiency and effectiveness depends upon communications.

Some aspects of communications.

Subject needs continued study although much has been written.

Communications fail - they don't tell what we want done.
How we want it accomplished - when and how much is to be done.

Only way to reach mind of individual and there must be
direction of leadership of activity.

They may be verbal, written, actions, conversations, gossip,
queries, etc.

Communications may be formal or informal.

The rumor or grapevine is a variety of informal communications.
Such runs rife through an organization and lowers morale.

Formal communication with downward and upward channels provides
direction control. Downward flow from top moves readily.
Upward flow becomes filtered or screened to cover up. Good
news moves quickly.

What can we do to improve communications?

They must be based on mutual understanding.

Suspicion blocks communications. The most direct communication
is by action.

Order giving is two-way process.

Plan - How, when, where and who is involved in order to be
given.

Prepare - Study materials needed.

Verify reception and clearness of order. Check progress
of assignment.

Evaluate completion of job.

Communication factors to consider.

Be precise - the lack causes fog.

Be brief - delete unneeded words.

Choose words readily understood.

Define key terms - illustrate.

State facts objectively.

Avoid abstractions.

Consider feelings of recipient and purpose of communication.

Best communication is built on mutual trust and confidence.

Dr. Goodman presented a film entitled, "The Eye of the Beholder." It created considerable interest and discussion. The presentation very aptly brought out the fact that we do not always interpretate what we see as the way it actually is. Much is colored according to our own personality. We often put into our interpretation our own philisophy or feelings.

As case study was presented and the four work groups.

Coordinator: Ralph M. Peterson
Summarizers: Richard F. Brueckwer
Peter J. Doyle

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"PUBLIC RELATIONS - EXTERNAL RELATIONS OF MANAGEMENT"

BIOGRAPHICAL SKETCHES

John A. Mattoon, Milton M. Bryan, George Vitas, and Matthew J. Brennan
Forest Service, U. S. Department of Agriculture
Washington, D. C.

JOHN A. MATTOON

Staff Assistant to the Director of Information and Education and now Acting Director in absence of Clint Davis who is on extended sick leave. Forestry graduate from Penn State and Yale University. First assignment with Forest Service as Junior Forester in Green Mountain National Forest in Vermont. Served as Forest Ranger on San Isabel National Forest in Colorado and Siskiyou in Oregon, Assistant Forest Supervisor on Olympic National Forest in Washington before present assignment.

MILTON M. BRYAN

Forester, Division of Legislative Reporting and Liaison.

Mr. Bryan's 28 years' experience in the Forest Service covers a wide variety of activities on the National Forests, with the owners and operators of private timberland, with private consulting foresters, and with various industries and organizations using or interested

in forest products and forestry. He is a native of Pennsylvania where his grandfather and great-grandfather were active in logging, lumbering and sawmilling. He began his forestry career in Georgia. He has been a forest ranger, forest supervisor, and on numerous assignments involving flood control and forest management work. Since his transfer to the Washington Office in 1945, he has traveled in all of the States and is familiar with many aspects of the forest situation.

Mr. Bryan is a member of the Society of American Foresters, Penn State University and member of American Forestry Association, several fraternal organizations, a Bible class teacher, and an ardent railroad enthusiast who travels extensively throughout the United States by train. He appears in "Who's Who in the South and Southwest" and in the 11th, International Addition of "Who's Who in Commerce and Industry."

GEORGE VITAS

As Staff Assistant to the Director of Information and Education he heads up Forest Service Cooperative State and Private forestry information.

Mr. Vitas is a forestry graduate from the University of Michigan, '37; minored in Public Relations. He served six years as Assistant Chief of Information in the Southern and Intermountain Regions of The Forest Service. He was a Forest Ranger on the Pisgah National Forest, North Carolina, for six years. Worked for four years in the New England States as log and lumber grader and scaler, forest camp superintendent, and cost and efficiency study forester. He is a veteran of World War II with more than three years service, and has been in business for himself as a consulting forester.

Past chairman of the Washington, D. C., section of the Society of American Foresters; past president of the Potomac Valley Civic Association; and a member of the American Forestry Association.

MATTHEW J. BRENNAN

Chief, Conservation Education Branch, Division of Information and Education.

Graduate of Brown University. Graduate degrees from MIT and Columbia University in biology, meteorology, and science education. Has taught at all levels of education from elementary school to graduate school. Served as science specialist for the U. S. Office of Education before joining the Division of Information and Education in the Forest Service to direct its education program.

During World War II, served as meteorologist with the U. S. Air Force in the Arctic and Europe, becoming chief of the forecast section for the Air Force Weather Central in Europe in 1945.

During the International Geophysical year, directed the scientific program at Ellsworth Station, Antarctica.

Summary: The group of four representatives of the Forest Service did an excellent job of describing to the Workshop the practical operations of a going public relations program. This group emphasized the public relations in "Living right" and "letting others know about it". They pointed out that each and every employee of the Department is a public relations ambassador not only for his own work group, his own service, but for all other agencies in the Department and the Department as a whole.

The presentation was broken down into four parts:

1. Public relations and you.
2. The importance of an education program in an agencies work.
3. The job of liaison with lawmakers and interested external groups.
4. Measuring and maintaining your public relations.

Public Relations and You

John A. Mattoon

1. General responsibilities of Public Relations:

- a. Every one of us has this responsibility in that (1) we have a job to do on behalf of the public, and this job involves people, and (2) management responsibility is emphasized specifically in the governing regulations of the Department.
- b. Public relations is a two-way street. The public learns through our programs and we learn the public needs.

2. Importance of Governmental Public Relations:

- a. Public relations is sometimes defined as living right and letting others know about it. We define it as communicating information from the institution to the public and in turn communicating ideas and opinions from the public to the institution, in a sincere effort to achieve mutual interest and the harmonious adjustment of an institution to its community.
- b. Service is our motto - over two-thirds of the Departmental agencies have service in their name.
- c. The actions of each of us has an important bearing on all other agencies, i.e. all agencies public relations are part of the Department.

- d. Our basic responsibility in the Department is spelled out "to acquire and diffuse among the people . . . useful information on subjects connected with agriculture," and to report to the public on activities about which the public should be kept informed and in turn keep ourselves posted on what the public wants.

3. Basic Public Relations Principals:

- a. Must be right. You can't use public relations to make something smell sweet if it doesn't.
- b. Must be understandable. You must know your audience.
- c. Must be continuous. You do not achieve good relations with one big event, - follow-through is important.
- d. Public relations can be improved with specialized skills. Use specialized information skills when available.
- e. Must be kept fresh and imaginative.
- f. Must play a part in management decisions. No program can succeed unless it is understood, accepted and supported by the public.

The Importance of an Education Program in an Agency's Work

Matthew A. Brennan

1. Define your problems and our goals:

- a. Problems - In regard to the Forest Service problems and goals the natural resources picture is not encouraging, large acreages need planting, land is being lost to other uses, while water supply, pollution, lack of balance between wildlife and food are all problems. The second part of our problem is an apathetic public. People do not realize or understand these problems.
- b. Goals - Our goal is an informed public, aware of the problems, confident in the ability of the administering agencies, and willing to support the action programs.

2. The informed public and the education program:

- a. Good educational programs in the schools result not only in reaching the students, but also their parents and their neighbors. But the schools need and welcome your help. Our program with the schools consist of four aspects:
 - (1) Direct consultant services to state or city Department or public institution.
 - (2) Consultant work with other agencies and groups involved in resource education.
 - (3) Professional resources consultant works with school classes.
 - (4) On the ground work with students, such as conducted tours. This work thrills the students and emphasizes to the local ranger the importance of public relations.
- b. We must also reach the apathetic public. We cannot wait for the students to reach voting age. We are doing this by cooperative service with individuals, and by improved recreation work with the public. By providing a useful service to each group, we are building the agency image.

The last and most important group and the hardest working by a program they believe, is the various women groups that work and need consultant help in developing their program.

The Job of Liaison with our Law Makers and Interested External Groups

M. M. Bryan

1. Importance of Liaison with Lawmakers:

- a. Lawmakers are people like you and me. They are dedicated people with a wide range of experience and anxious to expand their knowledge. They make the laws which determine policy and they provide the money for program activities.
- b. Lawmakers want and need to be informed. These include the thousands of lawmakers at the county, municipal and borough level. In the aggregate they exact tremendous influence on the "American way of Life". Lincoln said the purpose of government is to do those things for people that either they cannot do for themselves or do poorly. To appraise and evaluate problems, lawmakers must be informed.

2. Accomplishment of liaison job with Lawmakers:

- a. Lawmakers frequently indicate need for agencies "to tell their story". An agency should establish an image of a service group. The Forest Service's image of service is symbolized by a shield depicting its multiple services: wood, water, recreation, wildlife and forage.
- b. Liaison is everybody's job in an agency. Field representation of an agency should:
 - (1) Let the lawmakers know what is going on when they visit a station.
 - (2) Let them know what needs to be done, if asked.
 - (3) Let them know about goals and programs.
 - (4) Let them know accomplishments.
- c. Liaison takes time and activity. Personal contact with lawmakers at field stations through "show me" trips, answering questions and letters are desirable. All personnel should recognize the importance of these contacts and stand ready to be of service.

3. Liaison with interested external groups:

- a. There are many organizations and private groups concerned with agriculture, natural resources, and conservations. These groups can be effective public relations groups for agencies if they are well informed.
- b. Two methods of effective liaison:
 - (1) Formal - external group receives letters, program plans and public information as the work of the agency. Personal contacts are made.
 - (2) Informal - agency representative becomes a member of the external interested group.

Always the information supplied the outside interested group must be factual, helpful, meaningful, and in accordance with agency rules and regulations.

Being in the public services, all of us are obliged to keep the public informed about our work. Sound public relations are based on a job well done and generally understood. The big question is how can we tell whether we're doing a good, fair or poor job on public relations?

The Forest Service has developed a very useful device for measuring the effectiveness of human relations at the various levels of operations. This device, called "The Forester's Human Relations Meter" provides the individual forester with a scale or guide for measuring his effectiveness in this area, and also provides suggestions for appropriate action.

This "meter" was presented to the shop, but it has not yet been made available in general. It appears to be a very useful device. A device which, with appropriate modification, could be extremely useful in other agencies. The Forest Service plans to have the meter ready for use in the near future and will be glad to furnish copies you request, to workshop participants and others that are interested.

On the ground indication of good human relations and public relations in the Forest Service are:

- a. Rates well with the local people in the area.
- b. Sets help in emergencies.
- c. Maintain good control with local press, radio, TV.
- d. Avoid creating the impression he is "for" or "against" anyone.
- e. Is reported as being "firm but fair".
- f. Readily received public cooperation in his work.
- g. Avoid public misunderstandings.
- h. Practices the open door policy - is available.
- i. Spots potential public relations problems in the early stages.

These rules are applicable to most offices and personnel, particularly those dealing directly with the public.

Discussion

The formal presentation was followed by an interesting discussion period. During this session, the representative from the Forest Service answered questions and joined in discussion of the Forest Service program and their public relations work.

Coordinator: Hugh W. Berger
W. B. Ennis, Jr.
Robert H. Moats

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LEADERSHIP DEVELOPMENT IN CAREER FIELDS

By
Ross Pollock

Mr. Ross Pollock is Assistant Director, Office of Career Development, U. S. Civil Service Commission. The Office promotes, coordinates, and conducts interagency training; maintains an inventory of career executive personnel; and promotes employee development within the Federal civilian service.

In previous assignments in the Commission he has supervised examining and placement for administrative positions and program planning in the career development area for the central office of the Commission. Prior to joining the Commission's staff, he served with state and local levels of Government.

For the past five months this year, he was a member of the University of Southern California's team which established a new Pakistani in-service training organization, the National Institute of Public Administration.

He received the Cushman Award in 1957, the TOC Award in 1958, and the ASTD Author's Award in 1959. He is co-author with Paul David of Executives for Government, published by the Brookings Institution. He is also author of a number of articles in the personnel field.

Summary: The presentation by Mr. Pollock was directed toward two points; (a) executive selection, and (b) executive development. As introduction, Mr. Pollock reviewed the role and need of executives. In public service the career executive puts the laws of Congress into workable programs. The authority for work is delegated by Congress to the career executive.

The functions of the career executive are to: (a) plan; (b) organize; (c) staff; (d) direct; (e) control and coordinate; (f) delegate; (g) report; and (h) budget. Through this process he insures continuity of an organization.

1. Questions to be answered for an organization which is to have a sound program of EXECUTIVE SELECTION AND DEVELOPMENT:

- a. How many executives will we need in 5 years?
10 years?
- b. What knowledges, skills and abilities do our executives need now? What will they need in 5 years? 10 years?
- c. Which of our present employees are good prospects for advancement in management and executive posts?
- d. If we had to go outside of our organization for an executive, where would we find good prospects?
- e. When we have a vacancy, how can we best compare men with potential and select the best man for that job?
- f. If we have to go outside to fill our job, how can we best sell our organization to an outsider? Need selling job long in advance.
- g. How can we best develop the strong points and lessen the weak points of employees now in executive posts or who seem likely candidates for executive posts?
- h. How can we maintain the motivation to continued good performance of those we pass over when promotions are made?
- i. How can we build a reservoir of executive talent which will permit us to find most of our executives within our own organization?

2. What makes an individual behave the way he does?

Self:

experience (memory)
intelligence
physical capacity
emotional balance
values
motives - motivating forces
preferences
self-approval

Others:

expectations of others
identification with others
interaction with others

3. A comparison of a Laboratory executive and a research worker.

Similarities:

imagination
invention
innovation
discrimination
analysis
intelligence
drive
perseverance
physical stamina
conviction

Differences:

Research worker:

Organizational:

lone worker or
small group
action centered
ideas, things
specific
immediate

Stability:

smash tradition
test theories
spend money, time
seek change

Morals:

agnostic
truth--any cost
anti-regimentation

Traits:

abstract intelligence
technical
objective
intellectual

Laboratory executive:

Organizational:

large groups;
supervisor
long-run decisions
people-centered
generalizes
overall purpose

Stability:

maintain tradition
apply principles
conserve investment
status quo

Morals:

create faith
compromise
pro-organization

Traits:

social
general
subjective
emotional

Qualifications of Executives.

1. Effectiveness with people:

- a. Represent organization effectively (internationally, nationally, in the department, to Congress, etc.).
- b. Gain confidence of superiors.
- c. Maintain staff morale; foster invention and creativeness.

- d. Lead staff effectively in accomplishment of mission.
- e. Gain cooperation of combat arms, other labs, budget, personnel, etc.
- f. Obtain respect from people opposed to him or his program.

2. Decision-making ability:

- a. Anticipate reactions of others to his decisions and proposals.
- b. Absorb quickly data, ideas, and concepts.
- c. Apply scientific method, where practicable, to administration (get facts, develop alternatives, etc.)
- d. Act promptly to organize or reorganize when needed to improve coordination or efficiency.
- e. Flexibility: willingness to change his program as current needs and developments change.
- f. Keep informed about technical developments; apply information in administration of laboratory.
- g. See the whole picture: the overview of the department, the overview of science, US goals.
- h. Invent new approaches to solving of problems.

3. General executive abilities:

- a. Delegate authority; retain responsibility.
- b. Check systematically on program progress.
- c. Establish meaningful priorities for projects and programs.
- d. Correct inadequacies promptly before forced to by deteriorated situation or emergency.
- e. Plan programs, projects, and strategy effectively.
- f. Select subordinates of outstanding competence; foster careers.
- g. Present budget requests effectively to Department and Congress.

- h. Sense public relations opportunities; face unfavorable publicity realistically.
- i. Act on administtrivia with reasonable promptness.
- j. Keep many items and actions under control at the same time.
- k. Push ahead in spite of frustrations.
- l. Maintain balance between operating details, program problems, national reputation, and international contacts.

4. Personal characteristics:

- a. Physical: stamia, vitality.
- b. Emotional: maturity, courage, warmth, calmness, empathy, security, confidence, enjoyment from administration.
- c. Values: reliability; dependability; acceptance of responsibility (even when things go wrong); integrity; coincidence of interests with Government goals (not conflict of interest); acceptance of military goals.
- d. Motives: balance between complacent security and worried insecurity; strong desire for work satisfactions; ambition for advancement; desire for national (or international) recognition; pride in organization; seeking of opportunities for self realization.
- e. Self approval: realistic goals for self; record of successful attainment of personal goals; record of integrity and reliability.
- f. Expectations of others: realistic understanding of ambitions and roles of clerks, technicians, and professionals; empathy with superiors.
- g. Identification with others: with science and engineering; with Government; with executives.

Levels of performance in the executive career:

5. Administer (create policy, obtain resources, etc.)
4. Execute (translate policy into program and operations.)
3. Manage (plan, organize, staff, control, coordinate, etc.)
2. Supervise others.
1. Do a job.

The development of an individual.

1. Evaluation:

- a. What do you expect him to do? (Standards)
- b. What does he do? (Performance)
- c. What is the gap between expectations and performance?
- d. What can be done about the gap? (Development plan)

2. Feedback:

- a. Orient beliefs, feelings, and attitudes toward change.

3. Bring together those with common needs:

- a. What are the needs in common?
- b. What are the resources for training?
- c. When can the men be released for training?
- d. How much will it cost? How will we pay for it?
- e. Who will authorize the training?

4. Motivate to accept (a) training, or (b) opportunity for new experience (development).

security
status

satisfactions
self-realization

5. Encourage try-out of new knowledge or skills.

practice, praise, encouragement (not penalty).

6. Reinforce emergent skills, attitudes:

set high standards (expect continued growth)
feed back: praise action, follow up slowness,
comment on inaction.

Coordinator: Raymond P. Christensen
Summarizers: Thomas E. Morrow
Zigmond Zazada

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NEW DIMENSIONS IN ADMINISTRATIVE MANAGEMENT

By

Administrative Assistant Secretary
U. S. Department of Agriculture
Washington, D. C.

Mr. Robertson was serving as Chief of the Governments Division of the Bureau of the Census in the Commerce Department when he was called to serve in the Department of Agriculture. Now, as Administrative Assistant Secretary of Agriculture, he serves on Secretary Freeman's staff in directing activities of departmental Staff Offices of Administrative Management, Budget and Finance, Hearing Examiners, Office of Information, Library, Personnel, and Office of Plant and Operations.

Mr. Robertson was born at Glen Dean, Kentucky, and educated in the public schools of Breckinridge County and at Western Kentucky State College where he received an A. B. degree. He received his M. S. at the University of Alabama and did further graduate work at the University of Minnesota.

During his graduate work at Alabama and Minnesota, Mr. Robertson was a Fellow in the Southern Regional Training Program for Public Administration sponsored by Alabama, Kentucky and Tennessee Universities and TVA.

For nearly five years during World War II he served with the Armed Forces rising from private to captain and was awarded the Purple Heart and the Bronze Star. From 1952 until February 1961, he served as Commissioner of Taxation and as Director or Research in the Minnesota Department of Taxation.

Summary: I am pleased to be here and participate in this Training in Administrative Management Workshop. I have heard a lot about the TAM Workshops and I feel they are very helpful in improving the management of the Department. No matter how much is written what really counts is what we have accomplished.

I was asked to talk about new dimensions in Administrative Management, but I am not sure if there are any new ones. These have been spelled out by others.

I do not like to think of supervisors and subordinates but rather think of them as people. The worth of the individual should always be considered in any circumstance. It should be our goal to find out the strong points of each individual in the Department and direct the efforts of the individual so his strong points are fully used. William Jump made the statement to Secretary Brannan upon leaving the Department of Agriculture "---maintain the closest possible contact with the American people themselves --- we have no such thing as a USDA program. It is the people's program."

Our objective in Administrative Management in USDA is to aid the "people's" program. Administrative people should be concerned with people. We should thank people for work done and recognize that the worth of the individual is supreme.

Today a great premium has been placed on imagination, we will bog down if our imagination is not fully used. In making improvement in management people should be encouraged to use their imagination. Office management is not an end result. I urge all of you to go back to your offices and organizations and get others to use their imaginations. Let's not get bogged down in tradition. We should stay alert, make improvements, keep proper perspective and avoid technical "jargon."

I want all Department employees to understand that my door is always open to them. Of course, you should go through channels, but I am always willing to listen to problems that the employee feels he should discuss with me.

In dealing with employees and others, keep communication as simple and as understandable as possible.

I want us to get the best people, to give them as much opportunity as possible to develop, and to get the best out of them. The importance of people in accomplishing the mission of the Department cannot be overemphasized. If we have poor employees that is your fault and my fault. We should see that employees do a good job for all -- farmers, consumers, businessmen, workers, and others.

A question and answer period followed in which Mr. Robertson answered many questions regarding the Department, its employees, and its administration.

Coordinator: Lincoln F. Gallacher
Summarizers: Carl J. Baird
Joseph F. Herrick

REPORT OF EVALUATION COMMITTEE

1. PURPOSE

The purpose of the evaluation of this workshop is -- stated succinctly -- to ferret out beneficial factors having a relationship to improvement of future workshops and to provide this information to workshop planners for consideration and action.

2. METHOD OF EVALUATION

A committee of seven chosen from 29 participants in the workshop arranged and established the method of evaluating each speaker and the workshop as a whole.

Speakers were graded by using a range from excellent to poor. Each participant was asked to mention what major contribution was made by each speaker in discussing his topic and if the topic was of any benefit to him to provide an explanation. (See Exhibit 1.)

The overall workshop was evaluated by oral discussion of committee members and a numerical rating by each participant. (See Exhibit 2)
A pre-workshop questionnaire was used to find out what the participants expected from the workshop. (See Exhibit 3)

3. SUMMARY EVALUATION

The TAM Workshop met the stated objective effectively and efficiently. Good advance planning, organization and direction was evident. Group interest in and response to the topics and speeches was high throughout the session.

Work groups, committee assignments, informal discussion, and service in other capacities in the conduct of the workshop were rated as important aspects of the training program.

The questionnaires indicated that participants received considerable information of practical value to them both in the present assignment and personally.

The physical facilities provided for the workshop were in general adequate. A few rather obvious minor irritations, such as noisy air conditioners, are mentioned elsewhere in the report.

A major share of the credit for the successful operation of the workshop goes to the Director, A. C. Greatorex.

The real measure of the value of the workshop is not our present evaluation, but will be determined by the future benefits that accrue as a result of the experience. This presents a real challenge to each participant to use and improve management skills in the days to come.

4. ADVANCE PREPARATION AND ARRANGEMENTS

The manner in which the program was executed reflected an excellent job of advance planning. The selection of topics and speakers was generally outstanding. The program was planned in such a way that full use was made of the participants' time. Several participants expressed an opinion that the number of Departmental speakers might be limited so as to give emphasis to management topics. Additional time could also be used for committee work and for the review and discussion of pertinent reference sources.

The participants received good advance information regarding the workshop and arrangements were made for visual aids and reference books. The provision of a loose leaf notebook with instructional and guidance material was very helpful.

5. PARTICIPANTS

All participants showed high interest, cooperation and willingness to carry out the work of various regular and special assignments. The selection of participants from different Departmental Agencies provided an opportunity for personnel to become acquainted with employees of other agencies and to learn other agency program and management activities. The varied background, training, and experience of the group added considerably to the discussion of common problems.

There were some who believed a more deliberate attempt should have been made to insure that each participant had an opportunity to make one or more formal appearances before the group, such as serving as committee chairman, submitting committee reports or similar activity.

The following summarizes the academic training, experience and grade levels of the participants:

<u>Academic Degrees</u>	<u>Number</u>
Not indicated	1
None	6
BS or equivalent	12
MS	4
LLB	1
DUM	1
PHD	4

<u>Years in Management</u>	<u>Number</u>
None indicated	2
5 or less	5
6 - 10	11
11 - 15	7
16 - 20	3
Over 20	1

<u>Years in USDA</u>	<u>Number</u>
5 - 10	5
11 - 15	4
16 - 20	5
21 - 25	11
Over 25	4

<u>Grade Level</u>	<u>Number</u>
GS-12	4
GS-13	14
GS-14	9
GS-15	2

Supervisors of most participants did not discuss with them participation in the workshop nor the reasons why they were selected. Approximately one-half of the participants had some previous supervisory or management development course or training.

6. WORKSHOP PROGRAM EVALUATION

Each of the speakers and topics were rated daily. The results of these individual daily ratings have been composited for the use of future TAM workshop program planners. Because of the personal aspects of these composite appraisals, disclosure will be limited to the use of the planners and, perhaps, the individual speakers. Generally, most items measured relative to speakers and topics were scored in the fair, good, or excellent category. And, although the reasons varied, topics were scored by most everyone as of value or benefit to the participants.

7. LOGISTICS AND FACILITIES

The Committee felt that logistic and facility accommodations were quite satisfactory. It was thought, however, that even further improvement might be effected through such minor additions or changes as follows:

- a. Addition of basic road guide and advance material showing local area and location of the hotel, mailing address, and phone number.
- b. A complete list of participants, showing room numbers of each, to be posted in the conference room.
- c. In view of the local service facilities in this area, it would be helpful to allow a lunch period of 1 1/2 hours.
- d. The sessions could be improved by elimination of noise caused by air conditioning units in the assigned conference room.

Respectfully submitted,

R. Max Peterson, Chairman
W. B. Ennis, Jr.
Ralph M. Hooper
Clarence A. Brewer
W. Glen Tussey
H. E. Goodrich
Doris E. Wood, Secretary

